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ABSTRACT

Highlights are presented of a national conference conducted to share specific models for community college programs for older adults and to devise financial and political strategies to ensure the continuation of these programs. After discussing the conference design, the report presents a summary of Bentley Lipscomb's keynote address on the economic factors affecting the demand for education among older adults. This is followed by descriptions of program models developed at community colleges to provide: senior peer consultant training, companion health aide training, mentor-based peer counseling for re-entry women, career and educational counseling services, and a senior handicraft cooperative. In these descriptions, special emphasis is placed on the problems encountered in program implementation and on the feasibility of replicating the programs at other colleges. The second general session, focusing on the re-authorization of the Higher Education Act and the implications of Title I provisions for older adults, is then summarized. Next, the report presents the highlights of four workshops dealing with tuition policies for older adults, adult learning needs, changes in retirement patterns, and the impact of demographic and socioeconomic changes on older adult education. The final sections describe the closing general session, present a discussion of funding and policy issues, and address challenges for the future. (JP)

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OLDER AMERICANS

ARE

A RESOURCE

FOR COMMUNITY COLLEGES, BUSINESS, THEMSELVES, AND SOCIETY

Second National Conference Report

OLDER AMERICANS PROGRAM

American Association of Community and Junior Colleges

March 13-14, 1980

Washington, DC

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

In March 1980 the Older Americans Program of the American Association of Community and Junior Colleges held its Second National Conference, the culmination of its three years work to stimulate the development and expansion of programs increasing older adult participation in work and volunteer roles. Conference activities are summarized in this report.

Entitled "Older Adults ARE a Resource for Community Colleges, Business, Themselves, and Society," the conference had two main objectives: to share with practitioners specific program models which may be replicable on other campuses, and to elicit administrators' aid in devising financial and political strategies ensuring the continuity of such programs. This two-dimensional approach responded to the expressed need of practitioners for practical assistance in keeping programs afloat financially while continuing to meet a diversity of client needs. It also reflects the strong feeling of the Older Americans Program that it is only through the combined support and commitment of both practitioners and administrators--along with the cooperative support of community agencies and senior adults--that community colleges can continue offering older adults meaningful assistance in their search for contributory social and economic roles. The Older American Program efforts were greatly enhanced by the many senior project directors at community colleges throughout the country who worked with its staff in realizing these goals.

It is anticipated that this report will provide a useful overview for both conference attendees and those unable to participate but who desire more information on current developments in education and training for older adults□

Conference Design

Conference sessions were planned to reflect the diversity of conference participants who included older adult program directors, community college administrators, state education officials, heads of continuing education and community service divisions, and representatives of community agencies, business, and aging organizations.

Five workshops were devoted to discussion of particular program models developed at community colleges, some with the assistance of mini awards from the Older Americans Program. These workshops offered program directors not only ideas for new programs, but also a discussion of problems encountered and the feasibility of replication. Program models included senior peer consultant training; handicraft cooperative development; companion health aide training; mentor-based peer counseling for re-entry women; career and educational counseling services; senior employment services; and broad range adult programming.

Four other workshops focused on issues impacting on older adult education and training. Issues included free and reduced tuition waiver policies; adult learning needs; cooperative pre-retirement planning with business and industry; and the relation of educational changes to future demographic, economic, and social changes.

Conference attendees met in three general sessions to hear speakers highlight national-level concerns and activities. Topics of presentations and accompanying discussion included the pending reauthorization of the Higher Education Act and the impact of Title I; advocacy concerns of national aging groups; and the promotion of work after age 65 being addressed by the Senate Special Committee on Aging.

A special session for community college administrators was held to develop strategies for negotiating the commitment and financial support from state legislators and education officials necessary for strengthening older adult education and training programs at community colleges□

First General Session

Conference keynote speaker was Bentley Lipscomb, staff director for Senator Lawton Chiles of Florida, chairman of the Senate Special Committee on Aging. Addressing participants on emerging economic issues affecting the education of older adults, Lipscomb pointed to the growing number of older people in America. Noting that in Florida 22 percent of the population is 65 or older, he predicted that this trend will soon be felt nationwide, since at present 5000 persons turn 65 each day, while only 1800 over 65 die. Lipscomb cited a recent survey in Broward County, Florida, showing that a greater percentage of senior voters support increased public education than do younger voters. Yet while, proportionately, more older people vote than do young people, they do not and may never constitute a voting bloc, even as their numbers increase. Because of the diverse interests of older adults, a strong central issue is necessary to coalesce their voting strength. Observing that older Americans have the potential to become a powerful group, Lipscomb suggested that issues such as budget balancing and inflation may provide the stimulus for seniors to "get tough" on their own behalf.

Lipscomb asserted that this country has not begun to scratch the surface in training older adults to productively use their leisure years. He also criticized the lack of programs for those who do not retire. Even though the retirement age has been raised to 70, nothing has been done to systematically retrain the older worker. Though there is much talk about new job patterns, such as sharing and part-time work, there has been little creativity or solid action applied. Industry has not dealt adequately with the transition from full to part-time retirement. Businesses need technical assistance to cope with changes resulting from later retirement. Currently there is little effort on the part of business and industry to retrain older middle and junior level employees for new opportunities within that organization or elsewhere.

Community colleges will have a major role to play in keeping older citizens in the work force through the education of older persons.

With inflation continuing to rise and eating away at retirement incomes, with private pensions in jeopardy, and with the financial integrity of the Social Security system in question, many older persons need and want to work. Why then is so little being done to stimulate work opportunities for older people? Lipscomb asserted that the impact of a growing older population has not yet been realized by the U.S. Department of Labor. Although DOL is expecting the number of young people in the work force to decline in the 1990's, nationally there has been no shift of resources from the youth to the senior adult market. We need to plan activities now, he stated, looking ahead to the increasing importance of the older population, rather than to suddenly leap later into a billion-dollar crash program.

Lipscomb concluded that a national policy office for older Americans' programs should be established--not necessarily a new agency, but a centralization of program and policy staffs. He added that his office has yet to identify one funded program aimed at keeping older workers in the labor force□

"It was good to hear Bentley Lipscomb, speaking for Senator Chiles, express concern for support of education for older people. There is hope when legislators begin to understand that the educational system needs to be adjusted to make the same benefits currently available to younger students available to all ages. It was also good to hear him suggest the need for a public document to destroy the myths extant about the aging population--their ability to learn as well as their cost effectiveness in the employment market."

--a conference participant

Program Workshops

In describing the programs developed at their colleges, presenters were asked to focus on the institutional and community support procedures they employed, the problems they encountered and how they dealt with them, as well as the future course of their programs. A recurrent theme throughout the sessions was flexibility. Most of the programs developed in an evolutionary manner: directors found that initial objectives often had to be adapted due to unforeseen events and that results frequently differed from present goals.

Audience discussion and questions followed each presentation. Some of the concerns expressed involved the perceived strong points of the programs, the feasibility of developing similar programs on other campuses, and suggestions for ways of increasing political and financial support for such programs.

☐ Senior Employment Agencies/Community College Cooperation (Identifying the jobs and training for specific placement)

--Bernard Chausmer, Part-time Senior Liaison, Institute for Retraining Retired Persons for Second Careers, Catonsville Community College, Maryland

--Vera Weisz, Coordinator, Project HIRE, Middlesex Community College, Massachusetts

--Gladys Sprinkle, Director, Over 60 Employment Service, Chevy Chase, Maryland

SECOND CAREERS INSTITUTE

Although unable to participate in this workshop as scheduled, Bernard Chausmer forwarded his materials on the Second Careers Institute at Catonsville Community College for inclusion in this report. Funded by a mini award from the Older Americans

Program, the Institute was conceived as a cooperative venture with senior employment agencies in the Baltimore area to qualify older adults for available jobs. The college, through a liaison person, would develop short-term training courses for older adults and maintain contact with the employment sector, in addition to making available the college's Career Resources Center and its counselors.

Linkages were established with senior employment agencies in the area who would, through their counseling procedures, identify older adults that would benefit from the program. Since it was planned that training only be offered for available jobs, contacts were made with the business community and meetings held with personnel officers of various firms with positive results. Although much interest was displayed and a general attitude of cooperation was evident, a problem did arise that indicated a necessary change in the initial objective of the program.

It became apparent that the employment agencies were not actually counseling, but were essentially just matching people with job listings. This procedure did not aid in selecting older people who could benefit from a training program, nor could it help the college determine course content. Furthermore, group counseling at the college proved to be rewarding for the participants but did not provide the information needed to structure effective training courses. Agencies and employers also found a reluctance on the part of many older adults to consider employment not located near their homes. Thus, it was decided to develop full and part-time positions in the neighborhoods where the older adults live. The most likely avenue for such an effort appeared to be teller positions at branch banks, based on information that major banks in the New York City area actively recruit older people to fill peak period needs for tellers at local branch offices.

When contacted, several area banks expressed interest in the idea and it was learned that the major banks conduct their own three week teller training course for people they employ. The college then set up a pre-teller course entitled, "The Bank Teller Job, What It's All About." It consisted of an eight to ten hour workshop explaining the function and responsibilities of the bank teller. Fifteen students enrolled in the first course, of which at least six, in the instructor's opinion, could qualify for the bank teller position.

Following the mini award period the Second Careers Institute

received a continuation grant from the Baltimore Area Agency on Aging and is offering training in computer keyboarding, word processing, and advanced typing. Since the beginning of the Institute in Fall 1979, 150 people have received training. Forty-five of these have been successfully placed in jobs. In the future the Institute will expand its focus to recruit and serve the career needs of re-entry women, career changers, and unemployed youth, many of whom approached the Institute after learning of its training capability. The Institute's activities are being institutionalized by the college to serve the diverse needs of multiple-age students, partly in response to the increased awareness by college faculty and staff of the retraining needs of older adults during the initial phase of the Institute.

PROJECT HIRE

Project HIRE functions to help people 55 and older find paid employment. It was originally funded by Minuteman Home Care of Lexington, Massachusetts through December, 1979 to serve 16 northwest suburban communities. The project is part of an older employment network operated by Middlesex Community College. Through publicity and the media, HIRE has established relationships with service and employment agencies throughout the state.

Employment opportunities were received from the public and private sectors and included such positions as those of clerks, assembly line workers, homemakers, salespersons, drivers, teacher aides, bookkeepers, carpenters, and skilled and unskilled technicians. Initially the project provided applicants with career counseling, supportive counseling, and help with all available resources. They were often referred to other kinds of programs for retraining. It advocated different job models, such as two part-time people for one full-time job, flexi-time, and job sharing to employers.

Recruiting applicants, developing job openings, and keeping the number of applicants and job orders in balance are the on-going tasks of the small Project HIRE staff. An ever present challenge was that of finding jobs that are interesting, remunerative, and complex enough for the high calibre and experience of many of the applicants. Currently, much emphasis is being placed on recruiting Homemaker-Health Aides. The counseling component of the project has been discontinued.

Project HIRE staff feel that some of the most essential ingredients for a successful program such as theirs are widespread media coverage and advertising, a deep commitment to the needs of older adults, and enough money and freedom to be able to cut through traditional red tape and budgetary procedures that could impede the program. In addition, strong relations between a program and agencies such as the Departments of Labor and Education, HUD, and local agencies must be developed to ensure continued funding.

OVER 60 EMPLOYMENT SERVICE

In her capacity as a resource person Gladys Sprinkle, director for more than 12 years of the Over 60 Employment Service in Chevy Chase, Maryland, confirmed and enlarged on the importance of these strategies. Ms Sprinkle has developed an effective service for the many diverse groups of retirement age adults in the Washington, DC area, including retired professionals from government and the military. This comprehensive senior employment service includes empathetic counseling and thorough interviewing; understanding the area's employer community; constant publicity outreach to both older adults and prospective employers; and promotion of cooperative ventures with other community agencies.

It was repeatedly affirmed in this workshop that good publicity is a necessity in replicating such programs as Project HIRE and the Second Careers Institute. Moreover, it is essential to have the strong support of the sponsoring college administration. The Board of Trustees also must be convinced that programs for the older adult are within the scope and mission of the college and must take responsibility for soliciting support and funding from local and state legislators.

A college administrator observed that many others in his position are not receptive to the idea of recruiting older persons into the college system. They prefer to remain traditionalist in this regard.

During the open discussion portion of the workshop, several observations were made with regard to replicating similar programs. The counseling and testing of older adults for job placement will most likely vary with the employment needs of particular geographic regions. Most college administrators object to using "soft money" to develop such programs. Many feel that programs for older adults should be an integral part of the college system, not entities

unto themselves. Unless programs for older adults are brought "on line" and given full encouragement and support, they are apt to be among the earliest casualties when resources are reduced. Older adults residing in the sponsorship or service area who have educational, career, and social needs that the community college can meet should be guaranteed a response.

☐ Pre-Retirement and New Careers in Life Cycle Planning/ Understanding the Value of the Older Worker (Provision of resource centers to develop community linkages for older workers)

--Gloria Rutgers, Director, Adult Career and Education Counseling Center, Dutchess Community College, New York

--Lois Hamer, Director, Senior Adult Program, Los Angeles Valley College, California

ADULT COUNSELING CENTER

The Adult Career and Education Counseling Center at Dutchess Community College is designed to provide adults in the mid-Hudson region with multiple career and education resources at a centrally located facility. Support is provided for career transition, exploration of educational opportunities, entry or re-entry into the job market, and planning for early or post retirement.

Two components of the program focus exclusively on older adults. "Life-Work Planning: The Second Half" is a workshop designed for persons 40 and older who want or need to explore career transitions and new directions. Participants may wish to become entrepreneurs, develop new careers for later years because of obsolete skills or a desire for less demanding work, or use acquired skills in new ways.

The second component, "Pre-Retirement Seminars: Opening Doors to Personal Development and Community Contributions," is a series of seminars designed to assist potential retirees in developing plans for a more secure and satisfying pattern of retirement that may include new kinds of work and vocational interests. The seminars promote a positive view towards retirement, and thus facilitate a successful transition to a creative and contributory lifestyle.

SENIOR ADULT PROGRAM

The Senior Adult Program at Los Angeles Valley College is open to members of the community who are 60 years and over. They may receive free tuition for credit and noncredit courses, academic and personal counseling, membership in the Senior Students Club, and a Gold Card which assures free parking and reduced admission prices for campus cultural events. In addition, volunteers at the program center manage a part-time job placement service that is free to Gold Card holders. Over the past five years more than 11,000 older adults in the area have participated in the Los Angeles Valley College program.

Two publications were generated as a result of an Older Americans Program mini award. "Tall Tales About Older Americans" is a booklet containing guidelines for the counseling of older adult students and "Never Too Late To Earn" discusses the role of community colleges in placement of older persons in the work force. (These publications are available for $1 for both from Lois Hamer, Senior Adult Program, Los Angeles Valley College, 5800 Fulton Avenue, Van Nuys, California 91401.)

In the discussion portion of the workshop there was general agreement that adults are always in transition. Longevity creates movement, not settlement. The older generation today is more mobile than were its predecessors. And the family unit in America has changed so that most older people need to be independent. Society is the loser if senior adults are not productive and are not encouraged to be productive. There is a need to determine the goals and expectations of senior adults. And once the types of counseling, career education, and support systems are identified, it is up to the college to provide these services. The best mechanism for training older persons may well be workshops rather than traditionally structured courses.

In setting up programs, senior advisory groups should be formed, it was suggested. Colleges should initiate such programs with the advice and consent of diverse community groups, such as senior centers, advocacy organizations, retired executive groups, and union stewards. In this way, when problems arise, there will be a built-in support system. A "brokerage system" at Dutchess has involved community resource people from many fields in developing workable programs, especially in the pre-retirement seminars.

Though it may not be necessary, most programs are usually initiated with outside money and may later receive continued support

from the college. At some colleges, older adults run their own programs and generate their own funds--often by sponsoring workshops in cooperation with area businesses or associations. Others are institutionalized by becoming part of an existing department.

☐ Senior Outreach Workers/Peer Consultant Program (Community volunteer training for senior adults as peer counselors and outreach workers)

--Mary N. Mott, Director, Senior Citizen Program, Asnuntuck Community College, Connecticut

--Anna Lomnitzer, Special Assistant to the Director, Senior Citizen Program, Asnuntuck Community College, Connecticut

The senior consultant program was initiated to train older adults as counselors to other older persons. The training program would include learning skills in active listening, listening with sensitivity, communication, and effective ways to be perceptive and supportive. The role of the senior consultant would be to interact with a client, facilitating the appropriate use of available services and helping to make life more meaningful for the recipient.

The program functions within the college's Senior Citizen Program, which operates through the efforts of its Senior Citizen Advisory Council. The Council consists of two members from nine towns with a total senior population of over 25,000. The program has sought to emphasize counseling skills that specifically apply to older adults.

Two groups were identified through the recruitment process. The first was the "hard to reach" older adults who needed to communicate with someone whom they could trust. Often alone and out of touch with the community, many of these people lacked the self-confidence to communicate their needs. These people would benefit from a peer counselor who could listen with understanding, be supportive without taking over, and make available a range of resources.

The second group, the concerned volunteers, wanted to counsel but lacked the skills to communicate adequately, listen with sensitivity and understanding, be objective or comfortable with the

problems of others, and give meaningful referrals due to insufficient knowledge of resources. Those who completed the training sessions did develop greater ability to communicate, grew personally, and gained more self-confidence. These results are most encouraging since they enhance the volunteers' prospects for work opportunities for themselves.

The training sessions are designed to teach the volunteer peer consultant to use his or her skills to the fullest, as well as add new ones, in relating to an elderly individual who needs support at a crucial time. The program is divided into eight weekly four-hour sessions, starting with an orientation to the role of the prospective senior consultant. The training focuses on listening skills, paraphrasing and role playing, elderly abuse and protective services, communication skills, mental health issues associated with aging, outreach, and resource. Instruction has been provided by a psychologist, a gerontologist, a nursing home education director, a psychiatrist, and professional counselors. Monthly meetings are held for information exchange and mutual support. College certification is awarded at the end of the training session.

The program is continuing to evolve in new and wider directions. "We are also reaching a much broader segment of the population, both over 60 and under 60 who are finding the consultants a knowledgeable and empathetic group, well informed, and helpful in solving a wide variety of problems," said one of the directors. Moreover, most of the seniors who have become peer consultants are people who are already active in helping people within their community. This experience enables them to broaden their efforts and reach new goals, an outcome beautifully stated in the program report:

> "As a stone cast into a still pond creates gentle ripples which eventually touch all shores and return to their point of origin, our peer consultants will take their newly acquired skills and gently touch other lives. Then, in our monthly meetings they will impart to each other their successes or an occasional failure. Thus, it makes each monthly meeting a positive learning experience."

In the course of workshop discussion, it was stated that administrative support should be obtained within the college and community support from local decision-making bodies. There is excellent administrative support for the program at Asnuntuck

Community College. Funding has come from external sources, including an Older Americans Program mini award, and is likely to continue that way.

Other institutions interested in implementing similar programs were advised to be selective in choosing trainers. It is important to be explicit about topics that are addressed, and professionals engaged should be sensitive to the elderly population, it was said. The use of the term "consultant" rather than "counselor" suggests a more professional image and is viewed less negatively.

☐ Jobs for Older Women (By using successful business women as mentors, identifying labor market needs, and cooperation with community agencies, the program helps older women realize their career and earning needs.)

--Florence Lee Smith, Administrator, College of the Emeriti, San Diego Community College District, California

Drawing heavily on the professional expertise of its 30 members and that of other local business and professional women, the Emeriti Women's Council of San Diego's College of the Emeriti based its career entry program for older women on the concept of a one-to-one mentor relationship. Council members drew up a carefully designed program having the following objectives for implementation under an Older Americans Program mini award grant: 1) Survey existing career needs of older women in the community; 2) Develop a recruitment plan in cooperation with local agencies; 3) Develop a peer-counseling process using experienced professional and business women as mentors; 4) Make available to participants a full range of college career and educational planning resources; 5) Make available to participants and to mentors a college career counselor to test, advise, and assist in placement; 6) Evaluate the mentor process with input from participants, mentors, and college staff.

Twenty women were selected to participate, recruited through media announcements, recruitment aides, and contact with senior centers and agencies. A special effort was made to recruit minority and middle-income women, who had been identified as

being underserved, but in the case of minority women, the need for immediate employment forestalled participation in a lengthy career education program. Prospective mentors from local women's organizations and from the Council, representing a broad range of occupations met to screen applicants and receive orientation to career counseling resources. Those volunteering as mentors selected the applicants they felt most capable of assisting, on the basis of a vocational questionnaire. As a result, 16 applicants were assigned to ten mentors.

Participants were offered a nine-session credit-no credit class, "Job Counseling for the Mature Woman," held at the college career center but developed by Council members to meet the special needs of older women. Additional college career resources and availability of person counseling were described. Mentors contacted their assigned clients and established meetings on an individual basis.

Conference workshop participants heard of the unanticipated difficulties which even this carefully planned project ran into, including the difficulty of recruiting minority and other women with immediate employment needs, uneven attendance at the job counseling class, and occasional difficulties in connecting mentors and clients. Yet the project director and council members were able to identify modifications in program procedure that would strengthen and improve a similar model.

Foremost among these was the need to clarify beforehand expectations and commitment of all concerned--participants, mentors, and project staff. With coordination a vital function, the project director must be aware of the time required and make a realistic commitment of her services; so, too, for mentors and participants who need to be well briefed ahead of time on the commitment and number of hours required. It was felt that matching procedures should be tightened, and that applicants and mentors be more carefully screened and trained. Even so, a certain amount of attrition must be expected as personnel situations change. On the plus side, certain benefits of the program were also unanticipated, such as the degree of friendship that developed among women attending the job counseling class. These women have kept in touch through the efforts of a staff member, and have decided to continue meetings for mutual support, networking, and companionship.

A post-conference project report revealed that eight older women were successfully placed in jobs and twelve other openings

have been identified. Twelve mentor clients are still meeting in a support group, developing long range goals at a level higher than formerly thought possible.

Workshop participants were enthusiastic about replication possibilities of the mentor model. Discussion ranged over the use of existing college counseling and placement services, the vital need to draw on outside resources for such a program, and the difficulties in placement of older women. Job development, especially job sharing and flexi-time opportunities to match many women's interest in part-time employment, is crucial. The administration of the College of the Emeriti gave this project its full support, contributing staff and space on campus. College counselors contributed their professional time, and the facilities of the regional career center were opened completely. With this type of support, similar programs should be adaptable to institutions with an interest in older adult programming. In spite of its problems, the project was able to demonstrate the value of the mentor system as a rich and varied resource and an excellent way to gain support and involvement from the community; above all, the model provides a one-on-one service for clients that could not be duplicated otherwise without prohibitive cost.

☐ Homemaker-Health Aide Training, Recruitment, and Placement for Persons 55 and Over (Response to the increasing need for trained home health aides for dependent family members)

--Shay Jenkins Compton, Coordinator of Special Programs, Companion Health Aide Program, Roane State Community College, Tennessee

The Companion Health Aide Program (CHAPs) at Roane State Community College evolved to some extent in response to a 1976 local assessment citing companion care as a "needed service" for persons 62 and over. While this type of program is in operation at a number of community colleges throughout the country, its development at Roane State with an Older Americans Program mini award was a first for this rural Tennessee area.

The CHAPs program was designed to train a maximum of 20 adults aged 55 and over to provide companionship, personal

care, and light housekeeping to older adults in the area who were not eligible for residential care in a health care facility or who chose to live alone but needed assistance. With the help of local health care personnel, a training program was developed consisting of ten weeks of classroom instruction totaling 21 hours and five weeks of clinical experience totaling 15 hours. Instruction was given by a registered nurse, assisted by college personnel and held at a local health care center, with transportation for trainees provided by the college. Course material covered the areas of psycho-social care, physical-technical care, and management techniques. Clinical experience was tied to the areas of instruction and was provided by qualified staff at two local health care facilities. Eight older adults actually undertook the training, all of whom are utilizing their skills in this or related areas.

Although the project was able to develop cooperative arrangements with local health care agencies and facilities, the workshop discussion focused on some of the problems entailed in the successful negotiating of these relationships, such as those of designating training locations, assuring quality staff, and providing trainee liability insurance. The project director shared her perception that a lack of familiarity with the health care field handicapped her in anticipating problem areas and in making the greatest use of available resources. It was, she concluded, a "learning experience" for all concerned. The project operated with an advisory committee, which was seen as a crucial component; however, in the future, such a committee should have stronger representation from the health care field itself in order to provide information and help forge linkages with local facilities. Continued funding for the CHAPs program is uncertain, although during its time of operation the college supported it with such in-kind contributions as release time, printing facilities, and office space.

☐ Handicraft Cooperatives (Making and marketing saleable items. Training in co-op and marketing concepts provide income in retirement years)

--Cathy Brewster, Coordinator, Human Development Outreach Program, Central Florida Community College

Central Florida's Handicraft Cooperative is part of a Title I Human Outreach Project designed to assist rural older adults

with limited skills increase their earning opportunities through the production of marketable handicrafts in their homes or at senior centers. Originally initiated when a group of low-income seniors approached the college for assistance, the project now operates at a number of sites in the area.

The program includes basic training in handicraft construction and the development of understanding of the cooperative concept as a means to market saleable products. Participants have also learned some marketing principles with the assistance of a marketing specialist hired with Older Americans Program mini award funds to increase project sales outlets. Maintaining quality of production has been stressed by the instructors, who are selected for their ability to relate well and work patiently with older adults having limited skills as well as for their knowledge of basic crafts.

The project has proved to be a socialization experience for many of the participants, underscoring the therapeutic and recreational aspects of group handicrafts in addition to its income-producing potential. For many participants whose previous employment experience was in domestic service or who had never worked at all, the learning of new skills has resulted in an increased sense of pride in producing quality work and gaining financial independence.

The cooperative's constant concern as to how and where to sell items produced by its members was solved by the hiring of a marketing specialist to work part-time locating sales outlets and identifying the types of merchandise store owners could use. Seasonal items were emphasized at Christmas time, and participants also took part in neighborhood holiday craft sales, gaining valuable experience in merchandising and the art of display. Co-op members have been increasingly able to handle marketing aspects and utilize the bookkeeping forms developed by the project. A storefront outlet for permanent display and sale of craft items from all the groups would be desirable.

Workshop participants noted the great sense of satisfaction in the project reflected by the director. Struggling with initial problems such as achieving quality craftsmanship, differences in individual capabilities, and developing the cooperative concept of a team spirit were thought well worth the effort by the project director and co-op members. The enthusiasm among participants is evident, as is the pride shown in craft items

produced. Great personal satisfaction and an increased sense of self-worth are expressed by members.

Support for the project from the college administration is less certain, although its value as a community service is recognized and it receives some assistance through the use of college equipment and a tax number. Support is limited, however, since the state does not fund community service programs off campus. It was agreed by workshop participants that the support being given--and more--is vital to the success of this type of program and other noncredit off the campus offerings □

Second General Session

The focus of the second general session of the conference was on the re-authorization of the Higher Education Act and the implications for older adults of the provisions contained in Title I of the Act. The session was opened by N. Alan Sheppard, Executive Assistant to the Chairman of the Federal Council on the Aging, who offered some remarks on the Council's major concerns.

Dr. Sheppard said the Council has a mandate from Congress to evaluate programs under the Older Americans Act, shape a policy that addresses the long-term care needs of the elderly, and make recommendations on the participation of older workers in the labor force. He quoted from a letter to President Carter written by Council Chairman Nelson Cruikshank:

> "We urge that the new Department of Education give major priority to educational opportunities for older adults, the potential for increasing both the contribution that older people can make to our society and the added meaning that can be given their later years through increased educational opportunity adds urgency to this action."

Noting the shift in demography, which is transforming this country into one of older people, and the shift in national policy that is beginning to recognize that education is as much a need for the old as it is for the young, Sheppard centered his remarks on how these two factors will affect the meaning of higher education, particularly with regard to the role of the community college.

There has been some response to the demographic changes on the part of colleges and universities during the 1970's; courses and programs designed especially for older adults have been developed at many institutions across the country, stimulated, in part, by the declining enrollment of students in the 19 to 22 year age bracket. However, it is not fast enough. Although, at present only a small number of older people are seeking post-retirement education, the situation will soon change. In the near future there

will be several generations of older people alive at once; they will have been better educated than those presently representing this segment of the population. They will be more mobile, more independent due to changes in the family structure in this country, and they will need to keep themselves in the cultural and economic mainstream of society.

For these reasons, Sheppard added, "...it is critically important that the Administration on Aging, the federal focal point on aging, continue to support the development of college programs for older people as well as specialized training for personnel to meet growing manpower needs in aging."

In conclusion, Sheppard asked the participants to consider certain recommendations made by the Federal Council on the Aging. There is a need to assign a higher priority to older persons at all levels--local, state, and national--and combine this with a national policy on aging and a national commitment to match that policy. We must realize that age differences are not important; age-grading will be counter-productive in the future. There must be goals set for the second half of life--positive goals. At present, the negative goals of adjustment to and coping with personal crises and disasters are generally associated with aging persons.

Publicly supported programs need to be expanded, coordinated, and better staffed. Moreover, new efforts must be initiated to satisfy more than just the basic survival needs of older citizens. Finally, with respect to programs and services for older people, we must understand that the aging are, by circumstance, a diverse group of individuals. Programs and services must respond to the wide variety of human, social, and cultural needs that a large older population will soon need.

> "Only 2.3 percent of all Americans age 65 and over are now participating in formal instruction at the post-secondary level--about one in every forty older Americans. Yet the educational needs of our oldest generation are striking--approximately 2.5 million older adults in the United States are 'functionally illiterate,' and the average American over age 65 has completed less than nine years of formal schooling. It is not a question of whether older Americans 'need' a college education--rather, it is a question of whether we as a nation will provide the educational opportunities which older adults so desperately need."

These observations were made by Clifford M. Johnson, Legislative Assistant to U.S. Representative William R. Ratchford of Connecticut who is a member of the House Subcommittee on Postsecondary Education. Mr. Johnson delivered the address for Congressman Ratchford, who was unable to attend the conference. Congressman Ratchford took an active role in the reauthorization of Title I in light of the federal role in serving older Americans in higher education. He said:

> "...there is a clear role for federal policy in lifelong learning, and we can and must define that role in the context of traditional federal commitments to equal opportunity and access in higher education... Yet, there is a growing national recognition of the sense in which adults--and particularly older Americans--have been excluded from this process. It is in reaching these unserved adults that we must shape a meaningful federal role in lifelong learning for the 1980's."

In introducing the Lifelong Learning Act of 1979, which was a complete rewrite of Title I of the Higher Education Act, Congressman Ratchford put forth three central goals. An effective revision of Title I must target adults whose educational needs have been inadequately served, it must adhere to the current policy of fiscal restraint, and it must broaden the scope of potential service providers.

The new House approved Title I represented some significant departures from current law. It clearly stated a role for the federal government in the field of adult and continuing education, it maintained fiscal restraint, and it responded explicitly for the first time to those adults most in need of federal concern by broadening the scope of institutions that can reach unserved adults. Further, it had the potential to create a political constituency for federal programs that serve disadvantaged adults in higher education. In light of severe cuts in appropriations for such programs over the past two years, a new political constituency in this area could force Congress to allocate the funds that are needed to back up its legislative commitment.

"It was in this context that the House finished its work on Title I, committed to a highly focused approach to lifelong learning which would meet the needs of the adult learner," Johnson said. However, "...for the education community, the issues surrounding the Title I revision are very much alive, particularly in light of the

recent actions in the Senate to rewrite the Title I program.

Johnson went on to explain that, although the Senate Subcommittee on Education did retain the complete text of the House-passed legislation, its enlargement of authorizations attached to Title I for such diverse programs as teacher training and youth unemployment would obscure the critical focus on equal educational opportunity and access that was so clearly the fundamental rationale of the House-approved bill. Congressman Ratchford felt strongly that a focused approach is vital to receiving the necessary appropriations support for making a strong commitment to the institutions and adult learners most in need of federal assistance.

Audience response to Johnson's remarks was supportive, mirroring the coalition of diverse interests that supported the development of the House-approved Title I, including the American Association of Retired Persons, the National Organization for Women, the United Auto Workers, and numerous educational and service organizations.

Action by the joint House and Senate conference committee in the summer of 1980 resulted in the removal of the three Senate-approved demonstration projects from Title I, including teacher training and youth unemployment--presenting a final version close to that originally approved by the House. The only item that was not in the House version is the establishment of a Commission on National Development in Postsecondary Education to study the effectiveness of federal and other aid to students and institutions□

Issue Workshops

Four workshops on general issues related to education and training for older adults but not describing specific programs were included in the conference agenda. While general in scope, the topics were chosen to relate to certain educational and programming concerns that prevail throughout the institutions represented at the conference.

☐ F.U.T.U.R.E. Finding, Utilizing, Training, Understanding Retired Elders

--Carl Brahce, Associate Research Scientist, Institute of Gerontology, University of Michigan

--Leonard Romney, Director, Human Services Department, Rockland Community College, New York

Dr. Brahce opened the workshop by identifying two main questions to be addressed during the session: What are the needs of the older adult population for the 1980's, and where are we as educators going in the 1980's? He began by describing the varied older population: to be old in this country can mean almost anything. It makes a difference if you are white or a minority, a man or a woman, healthy or handicapped, rich or poor, living in an inner city or in a rural area. At the same time that the elderly benefit from a substantial proportion of the total health care cost expenditures in this country, they also, in some instances, wield enormous political and economic power through leadership in trade unions, management echelons of corporations, and in positions of legislative decision-making.

Regardless of social circumstances, the later stage of life can be catastrophic to individuals. The changes which impact upon them can include: loss of or death of friends and family; physical decline and frailty; loss of status and prestige; loss of independence,

the right to make their own decisions affecting their own welfare. Many experience increasingly inadequate financial means as inflation soars, contributing to a reduced ability to function as do other working citizens. An inability to cope with such changes can contribute negatively to the older person's self concept.

Brahce then discussed the various dimensions of educational program development that could best improve the quality of life for the older population. He quoted three goals of educational intervention over the life-span (Birren and Woodruff, Life-Span Developmental Psychology, 1973): "...the alleviation of educational deprivation; enrichment, the stimulation of interest in learning itself; and the prevention of difficulties in adjusting to different stages of the life-span."

While outlining some of the future implications for educational institutions, Brahce noted that the greatest power and influence group over the elderly will be government, represented by bureaucratic service providers. Older people must be informed how best to negotiate the bureaucratic system and not be abused by it. In regard to sharing the job market with middle and young age groups a "new measure of competency to perform work" might replace chronological age as a basis for determining retirement.

As succeeding cohorts of elderly become better educated, their contributing and participatory patterns in the community will become more and more important. Roles and statuses in the later years will undergo change.

At the end of the presentation several questions about the demographic changes taking place were raised. How would these changes affect the future need for services and educational programs aimed at the older adult? Should certain sectors of the older population receive priority? Should more resources be committed to the medical-health sector in terms of those most in need of health care services, i.e., the frail, the minority aged, the widowed and single aged who are without benefit of family support? Should there be more allocation of resources for today's elderly in terms of needed services, or proportionate higher allocation for research in order to study why the majority of elderly remain independent as self-sufficient, in order to prepare for the greater portion of these elderly in the years ahead? Or, should the focus be on the preparation of future college administrators and faculty--those who will be responsible for designing curricula, forming service delivery systems, and developing instructional programs?

It was noted that many college administrators have not made a strong commitment to the educational needs of their older students. Programs for older adults are developing through the commitment and resources of older adults in the community and the dedicated leadership of these programs. Full financial support and integration of the special programs and services for older adults into the total education program are not widespread. The trend, however, is in the direction of greater acceptance and greater financial commitment. Barriers still exist in the minds of faculty, administrators, legislators, and even the elders as to the value of continuing education and community services for retirees. Advocacy training and gerontological content need to be linked and made available to education clientele. With this, older students and older leaders can promote program ideas and resource identification and can generate self-help training models.

☐ Free and Reduced Tuition Policies for Adults: The Real Picture

--Loretta Butcher, Research Fellow, Older Americans Program, American Association of Community & Junior Colleges, Washington, DC

In this session, Ms. Butcher described a research project conducted by the Older Americans Program in the fall of 1979 under a grant from the Gerontological Society to examine the effectiveness of policies of free or reduced tuition for older adult students. The focus of the study was to determine if these policies actually increase access to learning activities, and whether an institution will publicize their availability.

As the numbers of traditional college age students began to decline in the mid 1960s, colleges sought to attract new age groups and different types of learners. To do this, several states and institutions began the practice of granting tuition waivers to senior students enrolling in credit and, to a lesser degree, noncredit courses. By the early 1970s the policy had become fairly widespread, and at first seemed to be a successful factor in attracting nontraditional students. However, a 1979 study of two- and four-year institutions indicated that since 1973 tuition waivers had not impacted to any great extent on older student enrollment and were not reaching those from the lower socioeconomic groups. It was determined that unless institutions

reinforce tuition waiver policies with support services such as recruiting, simplified registration, counseling, and special programs they will not be effective.

In order to assess the present status of tuition waiver policies at community, junior, and technical colleges, a study was designed to collect data in several ways. State community college administrators were contacted for information on existing statewide tuition waiver policies for older adult students, three year enrollment figures or an enrollment trend, and the extent of state funding for credit and noncredit course and tuition waivers, as well as possible other sources of funding. Selected state community college administrators were interviewed to determine the strength of commitment to the older adult student. In addition, a subsample of 111 institutions having special tuition policies for older adults responded to a survey questionnaire. Finally, interviews with directors of continuing education or community services provided information on policy limitations, senior course programming, and methods of funding senior programs.

The results of the study showed that 22 states have statewide tuition waiver policies established by legislative act. Seven states have policies set by the state board of higher education, while in the other states policy is left up to individual institutions. Institutional response indicated that older adult programming is coordinated by divisions of continuing education or community services at 49 percent of the schools, whereas 11 percent have a special senior unit. The impression of respondents as to the importance of tuition waivers in attracting older students was: 42.4 percent, a major factor; 37.8 percent, a minor factor; 12.6 percent, no factor; and 7.2 percent, no response. Judgment on whether waiver policies and senior programs are taken by the persons most needing them brought an answer of "no" from almost 60 percent of the schools surveyed, indicating the need for more effective outreach and recruitment among lower socio-economic groups. As in the earlier study, support services were seen of crucial importance in assisting the older adult to successfully enter and continue a learning program. Availability of such services ranged from 43 percent for simplified registration to 25 percent offering counseling, and 21 percent offering recruitment and outreach. Lack of money, lack of staff, and too few older students were reasons given for the low figures.

During the open discussion portion of the workshop several observations were made concerning the difficulty of extending tuition waivers to less than full-time students enrolled in noncredit courses,

which is the status of most older adults attending colleges. One participant suggested that, in lieu of tuition waivers, contributions could be channeled into scholarships. Another felt that the new Title I might have funding potential.

The problem of space available restrictions was cited as a hindrance to the number of courses that can be offered to older learners; it can limit enrollment growth as well. One participant felt that tuition waivers on a needs basis should not be encouraged because of the clerical costs involved.

It was pointed out that the enrollment of older adults through tuition waivers can result in additional community support, donations, and public relations benefits that often outweigh the income from tuition fees. (The full report of this study, Free and Reduced Tuition Policies for Older Adult Students at Community, Junior, and Technical Colleges, is available for $3 from the AACJC Publications Office.)

☐ Training for Retirement Job Options--The Emerging Need
--Edmund W. FitzPatrick, Director, Retirement Planning Program, National Council on the Aging

In this workshop Dr. FitzPatrick presented the results of a research study conducted by the National Council on the Aging involving the attitudes towards older adult employees on the part of chief executive officers and personnel directors of the Fortune 1000 companies. The study indicated an improved view of older people by employers as matched against young people as workers. Older and younger workers were compared in the job related areas of attendance records, accident rates, productivity, and job satisfaction as perceived by personnel directors. The positive frequency for older workers was equal or better than that for younger workers in each area.

FitzPatrick predicted that there would be new opportunities for growth in the cooperative relationships between businesses and community colleges in preretirement and retirement planning and services. He believes that an increasing number of older persons will wish to continue to work in the future and sees a growing program of part-time employment opportunities for people of all ages. He also described a recently developed second careers

module of the Council's Retirement Planning Program. In a workshop setting, the module is targeted at men and women between the ages of 40 and 70 who learn to develop a personal plan for creating retirement job options.

During the conference discussion it was noted that colleges should approach businesses with a planned program for preretirement, new careers, career changing, counseling, and financial planning. The growth of part-time employment opportunities in companies--particularly creative jobs--can lead to the development of training programs in community colleges. At present, however, colleges are not geared for being competitive with private training institutions. They must develop marketing skills and devise ways of giving students in training programs access to "hands on" experience in different job situations.

There was general concern that existing preretirement programs do not address the demographic and inflationary trends that are foreseen for the 1980s. The emphasis of cooperation between colleges and businesses should be on the development of stimulating part-time job opportunities and training for second careers. Employers should be encouraged to re-train their workers or provide tuition refunds for employees who receive new career training in colleges.

☐Older Adults in Transition: Life Changes as Reasons for Learning

--Carol Aslanian, Associate Director, Future Directions for a Learning Society, The College Board

"Understanding that life transitions determine <u>what</u> adults learn and that life events rather than the ages or stages in life determine <u>when</u> an adult will learn, are invaluable tools in shaping your services to fully meet the needs of adult learners nationwide."

This quote, taken from an article by Aslanian and her associate, Henry M. Brickell, President of Policy Studies in Education, (<u>Bulletin</u> of the National Center for Educational Brokering, Vol. 5, No. 4, April 1980), succinctly summarizes the findings of a recent College Board study to identify the causes of adult learning and to understand its timing. Close to 2,000 adults 25 years and older

were interviewed face-to-face or by telephone to find out what motivates them to learning something new--and when. In this workshop for the Older Americans Program conference attendees, Aslanian described the findings of the research project and presented specially compiled data comparing the learning patterns of older and younger adults.

The age-based data compared the responses of adults 49 and younger with those of adults 50 and older. In the population of adults over 49, only about one in three was participating in a learning situation, while nearly two out of three of those under 50 were doing so. The older segment was less educated; only 19 perecnt had completed four years of college compared to about 75 percent of the younger group. Moreover, three times as many older adults have only an eighth grade education. Older learners are poorer, are more retired than employed, are often widowed, live in small towns rather than urban centers, and are predominantly white and female.

The study found an identifiable event usually "triggers" an adult to undertake learning. Such triggers are associated with life transitions such as starting a new job, adapting to changes in a job or career, advancing in a career, and moving into retirement. Changes in family structure, marital status--particularly divorce and loss of spouse, a change in personal or family member health, and moving to a new house or city--also are transitionary and stimulate adults to learn. For adults over 65 there appeared to be significantly fewer life changes triggering the need to learn.

Of the total sample, most adults initiated a learning experience in response to a job or career transition--62 percent of those under 50 and 42 percent of those over 49. A family transition motivated approximately one-sixth of both groups, while 22 percent of the older group sought learning for leisure time enrichment, compared to nine percent for the younger adults. Religious education was also pursued disproportionately by the older adults. Significantly, learning took place in different ways. The older group tended more towards private instruction such as correspondence courses and courses offered on TV or radio, while younger adults most often learned through employee training programs or were enrolled in community college classes.

Conclusions were based on the total sample of the survey. The findings show that we have become a learning society--half of the

adults interviewed had learned one or more topics during the previous year. Moreover, every conceivable topic was named, giving evidence of the breadth of adult interest in learning. Classrooms are only one place in which adults learn; churches, libraries, museums, work places, and prisons are also learning sites. Many adults learn completely on their own, obtaining the materials they feel they need.

The study indicated that adults do not learn for learning's sake, but to cope with change in their lives and to acquire knowledge for a specific purpose. While learning may anticipate, accompany, or follow a life transition, it is generally triggered by a specific life change event.

Noting the certainty of increasing change in the future, Aslanian emphasized the continuing need for adults to develop new skills, knowledge, attitudes, and values in both interpersonal and technological areas. Workshop participants discussed some of the implications of this continuing need for learning in relation to the planning of educational programs. It was suggested that colleges should anticipate life change transitions and develop services to assist older adults in coping with these changes. Affirming the diverse learning needs and wide choice of methods and locations selected by adult learners, participants advocated the development of resource centers and support services to assist people in becoming aware of and selecting learning options□

Closing General Session

Addressing the final general meeting of the conference was Paul Kerschner, Assistant Director of the National Retired Teachers Association (NRTA) and American Association of Retired Persons (AARP). Calling advocacy the "cause celebre" of the 1980s, Kerschner promoted the formation of action alliances to meet the needs of the aging population.

He began by citing the anti-inflationary policies of the present federal administration that are resulting in budget cuts for what are considered to be non-essential benefit programs, including many in the areas of aging and education. Citing Proposition 9 in California, which would have provided a tax cut by reducing social services, Kerschner predicted the continuance of this trend on a national level for at least the next few years. He said there must be an organized effort to counter this trend; it is time that "turf battles come to an end or we are all going to sink together." Having worked with the education community on Title I of the Higher Education Act, Kerschner asserted that educators come close to those in the aging community in being the most turf conscious.

However, there are natural alliances that can be made between educational institutions--community and junior colleges--and the aging community that could result in some exciting advocacy efforts. There is an "incredible ignorance" nationally about aging that educational institutions can help eliminate. He cited four areas where joint advocacy efforts could be effective. They are: the situation of older women, who live longer, have a longer worklife, often support themselves alone, but who are widely discriminated against on all levels; energy conservation and needs of the elderly in regard to low income assistance and finding ways to increase energy efficiency in homes; conditions in the health care field by forming patient advocacy groups, encouraging second medical opinions, questioning the necessity of surgeries, and providing help in completing medicaid forms; and, the White House Conference on Aging, which should include educational

representatives on its technical and advisory committees and as witnesses before congressional committee hearings.

Kerschner suggested that older adults might act as dispute arbitrators on local and national issues that affect their lives. He pointed out that there are many groups, such as the National Council of Dispute Arbitration, that train people in this technique, adding that it seems a natural program for community colleges to operate in conjunction with these other groups. Temporary alliances with nontraditional groups such as NOW or the NAACP can further mutual causes. If these issues are viewed as human relations matters, the natural alliance will be obvious. For example, elderly abuse could be the concern of many advocacy groups.

Acknowledging that many individuals in the fields of education and aging are involved in advocacy activities, Kerschner concluded that the only way to be truely effective is through organized joint efforts in promoting mutually beneficial programming. "I think the aging community is poised and probably desperate at this point to forge links with you as educational people," he said, adding that it is not enough to count on legislation such as Title I of HEA.

Following Kerschner's speech a discussion emerged on the possibility of forming cooperative units among community colleges and local AARP chapters. As one participant pointed out, "Everything is at the national and state level and nothing seems to happen at the grassroots." Kerschner said that, although local AARP and NRTA groups vary--some are more active than others--joint advocacy efforts are possible and could be effective on the local level□

A Discussion of Funding and Policy Issues

Community college presidents, trustees, and state officials met in a special conference session to develop recommendations for institutionalizing programs for older adults. Administrators with an expressed commitment to lifelong education, and whose institutions have a history of serving the educational needs of older students, suggested ways to negotiate educational, state, and local systems to assure continuity and financial support for education and training programs for older persons.

Older adults tend to engage in initial learning experiences at community colleges through the noncredit and community service divisions, which receive negligible state funding. State funding formulas continue to favor the full-time credit student, despite the fact that 61 percent of community college students are part-time and that there are almost as many noncredit enrollments as credit students. While a small proportion of persons over 55 enroll in vocational and other credit programs along with their younger counterparts, the majority seek or need special programming, outreach, counseling, and other support services. With minimal state reimbursement for community services the general rule, such programs--including those preparing older Americans for continued employment or challenging volunteer roles--have been developed primarily on "soft" monies. Program continuity is then dependent on an ongoing supply of grant dollars, on tuition charges, or on local tax levies. Yet local tax dollars are increasingly less available in the current fiscal climate of Proposition 13, and grant money and tuition support have inherent limitations for producing financial stability. Some mechanism must thus be found whereby noncredit community service programs can be put on a firmer financial footing. One answer seems to be that of institutionalizing such programs, with state funding formulas applied equally to "regular" and community service programs.

In his new book, The Community College: Values, Vision, and Vitality, Edmund Gleazer, President of the American Association of Community & Junior Colleges, has stated that, "Under existing fiscal

policies, community colleges are limited in their response through 'nontraditional' education programs." State funding, which community colleges increasingly rely on, favor transfer and occupational programs. "The purposes for which money is provided tend to determine the direction of institutions to a greater degree than do assessments of educational needs and interests in the community. Fiscal policies have the power to shape the institutions and to determine their missions." Despite prevailing priorities, adopting financial policies to a concept of lifelong education makes sense if we are concerned about rising costs to support large numbers of dependent people. It is "...in the self interest of the nation and our communities for its citizens to be self-sufficient, self-supporting, and able to contribute for as long as possible. An argument for suitable education and training for employment... and 'positive aging' is to ease the load of the taxpayer by proportionately reducing the numbers who are limited in paying their own way. It is a primary function of community colleges to aid those in the community who want to learn how to secure basic necessities. Among these are housing, health, employment, food, and citizenship rights and responsibilities."

Program directors of older adult projects and college presidents generally agree that, to improve access for education for seniors, a number of factors are required:

- o College and trustee endorsement of community based education
- o Expressed commitment by community college presidents
- o Innovative and resourceful older adult program directors
- o Use of instructional and counseling techniques appropriate for mature learners
- o College outreach activities
- o Senior citizen advisement in program development
- o External courses and simplified registration

A college lifelong education philosophy that includes these factors, along with a commitment to community development for older adults, is most persuasively spelled out in institution and trustee policy statements. As institutional policies favorable to older adult enrollment are seldom compatible with state funding formulas, leadership is necessary to assure program implementation and continuity. In addition to seeking state and federal funding, community linkages and resources must be sought.

At two special sessions--one in Washington, DC and the other at the AACJC National Convention in San Francisco--thirty college

administrators met and developed the following recommended strategies for institutionalizing programs for older adults. They acknowledged that uniform recommendations are difficult to formulate since state organization and community college structures vary, but agreed that, for the most part, each had universal applicability. The strategies are:

o Promote the positive value and cost effectiveness of older adult programs to boards of trustees, committees, councils, and other groups through education, briefings, and updates

o Support senior legislative advocacy groups by offering community college assistance

o Offset the decline of traditional postsecondary enrollment with new programs for adult learners

o Incorporate older adult programs into the overall continuing education or community service programs so that cutbacks do not disproportionately affect older learners

o Take a leadership role in providing community services

o Lobby state legislatures with examples of successful older adult programs

o Begin with modest requests for state aid and gradually increase requests for support of free tuition for senior students

o Implement education for development by using the community and its needs, problems, and possibilities as the basis of educational programs

o Integrate older students into ongoing programs of the college

o Examine state financing patterns for support possibilities

o Coordinate programs serving the elderly with continuing education and academic departments

o Encourage state boards and trustees to set policy for acquiring funding at variable levels in conjunction with changing needs. Education costs vary in regard to types of programs and students.

o Seek funding for institutional and individual noncredit support services on an equitable basis with credit for traditional full-time students

o Continue being catalysts for inclusion of older adults in the college mission by collaboration with community agencies

Robert H. McCabe, president of Miami Dade Community College, proposed that, with the expected decline of "college age" students during the final years of this century and the growing numbers of older persons, existing institutions, particularly community colleges, begin to convert services from the traditional programs of preparing people for life to programs of continuing education as an integral part of life.

This process should begin with a foundation of interest in non-work; then extend and expand through the retirement years. It should be politically feasible during the 1980s since funding agencies are beginning to understand the many "fixed" costs in colleges--costs do not decline on a straight line basis as enrollment declines. Lower enrollment actually results in higher costs per student.

Coupling this concept with the growing number of older Americans and their increased political activity, McCabe believes the crucial need for continuing education will be recognized. Thus, it would be practical to coordinate a shift in services to older Americans with the decline in enrollment of younger students. The result would be stable financing and the provision of much needed educational services for older Americans at a substantially reduced cost□

Challenges for the Future

Community colleges serve the largest proportion of people 55 years and over who are seeking career counseling, job information, and employment assistance. Among higher education institutions, they are the most active in sponsoring projects to increase employment for older adults.

After retirement is not the best time for an individual to start to plan for a new career. Just as it is most advantageous to move to a new job while still employed, so it is more advantageous to develop retirement age career strategies during the middle years--allowing time for self-assessment, counseling, and new skill acquisition.

Much needs to be done to effectively develop job opportunities desired by older adults which also meet local business and industry needs. More linkage between senior employment services, adult career counseling centers, and community college training programs is desirable.

As James Houlihan, president of Middlesex Community College, stated in a letter following the Older Americans Program northeast regional conference last year:

> "With more longer lived, healthier older Americans and few younger people entering the labor force, new anti-age discrimination legislation, inflation threatening social security and pension benefits, better use of mature skills will be required. Education in concert with business and industry will be challenged in the '80s to profitably retrain aging workers for retention in the labor force."

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The activities of the Older Americans Program, culminating in this second National Conference, have set the stage and provided direction for future work to be undertaken by community colleges to provide optimum use of mature expertise. Meeting the needs of older workers--encouraging them to develop their skills past the age of 65--is the challenge for the decade ahead□

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